Department of Education Consultation

Throughout the masterplan, concept & schematic design phases of LCPS SHAC have attended seven (7) meetings with representatives from the Department of Education stakeholders. These representatives included members from DoE Asset Management Unit, Directors of Education, PMO, EFSG, ICT, Security & WHS. Consultation ensured the proposed schematic design aligns with DoE framework.

DoE stakeholders assisted in identifying key outcomes listed below:

1. Determine scope priorities for Teaching Spaces / Library / Community Facilities / Special Programs
2. Consolidate all learning areas into new buildings where possible relative to their brief requirements, limiting refurbishments works
3. Determine overall site & spatial relationships
4. Identify and allocate areas for security, communications, and distributed cleaners’ store rooms
5. Programme to account for design, planning & collaboration between design team and required approvals pathways
6. Identify staging & ongoing school operational issues with design
7. Engage expert design review panels regularly
8. Support the design through various iterations
9. Design to reduce maintenance & long-term operational costs
10. Ensure ongoing landscape maintenance do not exceed relative worth
PRG Consultation

Throughout the masterplan, concept & schematic design phases of LCPS SHAC have attended eight (8) meetings with representatives from the Department of Education stakeholders. These representatives included members from the PMO, DoE Asset Management Unit, LCPS, P&C committee and SHAC as HDC. Consultation ensured the proposed schematic design aligns with DoE framework.

All consultation with the PRG has been scheduled every third week to ensure the design is aligned with the Schools’ ethos and operation needs. Key outcomes for the project within these meetings were to:

1. Determine project scope capabilities & priorities
2. Determine appropriate planning & approvals pathways
3. Programme to account for design, planning & collaboration
4. Determine requirements for specific learning areas, library, special programs & hall
5. Support the design through various iterations
6. Determine opportunities for new learning areas to facilitate performance, technology and community use
7. Understand the key school issues in relation to safety, maintenance and operation for the new learning areas
8. Develop strategies for maintaining normal school operation throughout the projects lifespan
External Stakeholder Consultation

During the Masterplan, Concept & Schematic Design processes SHAC attended multiple presentations & consultation sessions with external stakeholders, consultation included representatives from PMHC, NSW Government Architect, School Staff and the Lake Cathie Community. All consultation with external stakeholders occurred periodically throughout the schematic design phase generally aligning with planning & approval pathways ensuring design excellence. These meetings ensured the following design outcomes were addressed:

1. Identify key design considerations in regards to the Lake Cathie Built Environment such as; context, performance, inclusivity, comfort, efficiency, value & aesthetics.
2. Determine safe and efficient operation of the school with the surrounding community.
3. Address & correct misinformation in the public domain and reduce the risk of project delays by negative third party intervention.
4. Identify teaching methodologies & practices specific to the school educational staff and incorporating into the design where possible.
5. Coordinate resources and clarifying any issues ensuring the project maintains budgetary allowance.

EXTERNAL STAKEHOLDERS

PORT MACQUARIE HASTINGS COUNCIL

LAKE CATHIE COMMUNITY

NSW GOV. ARCHITECT

QUANTITY SURVEYOR - ALTUS

P & C COMMITTEE

SCHOOL EDUCATIONAL STAFF
Community Consultation

During the Concept & Schematic Design phases, SHAC assisted CPS and SINSW in preparing media, written content and physical models for community consultation sessions. SHAC has attended two community consultation sessions which are to continue throughout all design phases.

Consultation included representatives from LCPS, CPS & the DoE to:

1. Illustrate to the community the project scope and works included in the project clarifying any misinterpretations if any.
2. Manage community expectations and build trust by delivering on our commitments.
3. Promote the benefits of the project and maintain goodwill relationships within the Lake Cathie Community.
4. Identify & assess impacts of risks by stakeholders or the community groups.
5. Collect & collating feedback from community members & students.
6. Leave a positive legacy in the Lake Cathie local community.
7. Coordinate & report with SINSW & CPS.
Future Focus School Tour

Representatives from Lake Cathie Public School including the Principal participated in tours guided by SHAC at two catholic schools in the Hunter Valley, St Patrick’s Primary School & St Phillip’s Primary School Waratah. This tour was organised to assist school staff with understanding the benefits of collaborative learning and the outcomes of future focused learning environments.

SHAC worked closely with the St Patrick’s & St Phillip’s school communities to create an administration buildings and classroom clusters that provide open, flexible teaching spaces tailored to the needs of their occupants. The classrooms facilitate the increased use of technology and co-teaching strategies by allowing all three classes across a grade to work together in an open, acoustically controlled setting, while the administration building promotes formal and informal collaboration.

The tour included the following:
- Introduction of St Patrick’s Primary School by the Principal Jacqueline Wilkinson
- Tour through Stage 1 works of St Patrick’s Primary School Administration & Learning areas.

Key outcomes of the tour include:
- Hearing St Patrick’s & St Phillip’s educators explain the benefits of team teaching & implementation of the future focused learning model
- Lake Cathie staff gaining a greater understanding and visualisation of the efficacy of shared learning & practical activity areas
- Lake Cathie staff gaining a greater understanding of built-in joinery storage solutions being proposed in the new classroom blocks at LCPS
- Lake Cathie staff gaining a greater understanding of acoustic finishes
“Education breeds confidence. Confidence breeds hope. Hope breeds peace.”

Confucius

Masterplanning Solutions

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Explored Masterplan Options

The initial submission component of the Business Case required multiple masterplanning solutions to be considered in order to achieve the brief objectives and any potential future objectives.

It was essential for the business case approach to meet future projected enrolment growth through to 2031, meet educational planning principles and improve the existing school assets maximising functionality and value for money. Within the Business Case package SHAC investigated five masterplanning options including:

- Option 01 - Do Nothing
- Option 02 - Do Minimum
- Option 03 - Single Story
- Option 04 - Double Story Option
- Option 05 - Single & Double Story Option

These masterplanning solutions were then tested for potential future growth on the school campus up to a Core 35 facility standard. The Preferred Masterplan Option (05) is a mix of single & double story learning is favoured because it:
- Reduces the building footprint and maximisation of play area on a constrained site
- Integrates with environmental considerations within the site
- Provides of Permanent teaching spaces to replace existing demountables
- Replaces the temporary road access by permanent access which prioritises student & staff safety